

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Yesodey Hatorah Senior Girls' School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	2.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Clare Neuberger
Pupil premium lead	Mrs Klein
Governor / Trustee lead	Mrs Weiss

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8200

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- ensure disadvantaged students are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	At Yesodey Hatorah there are very few students who are on pupil premium. This does not reflect the true number of families who would qualify for the funding. We are aware that there are many more families who would qualify but prefer not to apply. As a result, we receive very little funding for pupil premium especially compared to most other

	schools in deprived areas. 2% of pupils were eligible for free school meals (FSM), compared to the national figure of 24% (Source DfE).
2	Financial support needed by students for breakfast, uniform, stationary, books etc.
3	Need for specialist support to cater for specific needs of individual students.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Encourage parents who are eligible for PP support to apply to the local authority. There is historic reluctance to do so.	Increase in numbers of pupils eligible for FSM.
Basic needs of PP students catered for in school, dependent on need.	Basic needs addressed including those listed in challenge 2 above and any extra-curricular activities.
School counsellor available to support students with specific needs.	PP students benefit from support from the counsellor as shown by pupil voice.
Speech and Language therapist and other specialists as required to address students with specific needs.	PP students benefit from specialist support as shown by pupil voice and assessment information.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Encourage parents to apply for PP funding.</i>	Students eligible but not receiving PP funding lose out and outcomes are affected. The impact on the whole school budget reduces the capacity for the school to address these needs.	1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to the costs of therapists and other specialists</i>	Specialist and targeted support enhances student outcomes.	3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to the cost of the school counsellor</i>	Confidential support enhances student wellbeing and achievement.	3
<i>Care, wellbeing and welfare support</i>	Students not able to participate in breakfast, extra-curricular activities or not able to replace uniform will have low self-worth and attain poor results.	2

**Total budgeted cost: £ 8200**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of pupil premium activities is intended to ensure all eligible students close the gap with non-PP students. In 2020/21, there were no PP students in Year 11 – an indication of the low numbers at the school.

In 2018/19, the last official figures, P8 for disadvantaged students was +0.34 compared to +1.09 for non-disadvantaged students. The equivalent figures for A8 were 4.8 and 5.6. However, 100% of disadvantaged students attained 4+ in English and Maths compared to 93% for non-disadvantaged. Due to the low numbers, even 1 student can have a significant distorting effect on this data which should be treated with caution and are not considered statistically significant.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*The school aims to address the individual needs of every student. The Pupil Premium Strategy is part of that whole-school philosophy. The success is seen in the outstanding examination results and the happiness of the students in school.*